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ABSTRACT

Noting that school recess periods are one of the few times when children interact with their peers on their own terms--with minimal adult intervention--this book examines recess behavior and its social and pedagogical implications. In addition to studying spontaneous peer interaction among school children, the book addresses issues of: (1) the role of recess in schools and the curriculum; (2) educational outcomes of recess; (3) relationships between playground design and behavior; (4) and differences in playground behaviors across age and gender groups. The book concludes by noting that recess allows children to make choices regarding whom to interact with and how to socially negotiate interactions; builds a number of high-level cognitive strategies; and raises levels of motivation. Each of the book's 11 chapters contains references.
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